



A STUDY OF EFFECTIVENESS OF BLENDED LEARNING IN TEACHING OF SANSKRIT AT HIGHER SECONDARY SCHOOL

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ABSTRACT:

Teaching is not a mechanical process. It is an intricate, exacting and a very challenging one. The demand of new technology and uninterrupted global environment could not be met with the only source of classroom instruction. Blended learning is a formal education program in which a student learns at least in part through delivery of educational content with the best features of classroom instruction via digital and online media to personalize learning and to facilitate some element of student control over time, place, path, or pace. Educational methods have become advanced and changed dramatically in the last decade. The revolution in communication technologies, especially after the invention of the internet, has introduced new methods of teaching and new ways of managing education. The availability of Learning Management Systems has enabled stakeholders in creating a platform that aids in web-based teaching in a convenient and flexible manner. The present research paper is an experimental study; the focus of the present research paper is to examine the effectiveness of Blended learning in teaching of Sanskrit at higher secondary school.

KEYWORDS : Learning, Blended learning, Traditional method, ICT.

1. INTRODUCTION:-

Blended learning is just a combination of teaching or facilitation methods, learning styles, resource formats, a range of technologies and a range of expertise. Blended learning is actually a sort of a return to traditional learning concepts. Blended learning is an education program (formal or informal) that combines online digital media with traditional classroom methods requiring the physical presence of both teacher and student, with some element of student control over time, place, path, or pace. Various Learning Management Systems, such as Web CT, Black Board and Learning Spaces are now available for these purposes. Both open source and commercial versions of these Learning Management Systems offer combined services such as creating learning material online and its distribution, facilitating communications between various users etc.

2. DEFINITION OF TERMS AND OPERATIONAL DEFINITION:

Study: In the present 'study' means an examination of student achievement after learning Sanskrit through Blended learning

Effectiveness: In the present study 'effectiveness' means impact of various strategies of teaching namely blended learning.

Blended Learning: According to the international encyclopedia of Education, blended learning means:- It is an education program (formal or informal) that combines online digital media with traditional classroom methods requiring the physical presence of both teacher and student, with some element of student control over time, place, path, or pace. While students still attend "brick-and-mortar" schools with a teacher

present, face-to-face classroom practices are combined with computer-mediated activities regarding content and delivery. Blended learning is also used in professional development and training settings.

Learning: In the present study 'learning' means gaining knowledge, skill and behavioral changes based on different teaching method using blended learning in Sanskrit.

3. OBJECTIVE OF THE STUDY:-

- To study of effectiveness of blended learning on achievement in Sanskrit.
- To construct an achievement test in Sanskrit.
- To compare the effectiveness the blended learning in teaching of Sanskrit in relation to different approach.

4. HYPOTHESE OF THE STUDY:-

Ho1: There will be no significant difference between the mean score of students of ICT group and traditional group.

H02: There will be no significant difference between the mean score of students of ICT group and group discussion.

H03: There will be no significant difference between the mean scores of post test of group discussion and traditional group.

5. VARIABLES OF THE STUDY:

Independent Variables:

- Teaching approach:
1. Information communication & Technology approach
 2. Group discussion approach
 3. Traditional learning approach

Dependent Variables:

1. Score obtained by the students in achievement test

Control Variables:

1. Standard XI
2. Subject-Sanskrit (Selected chapter only)
3. Medium-Gujrati

Intervening variables:

1. Novelty in experiment
2. Understanding power
3. Grasping power

6. DELIMITATIONS OF THE STUDY:-

The delimitation of the study is given below.

1. Present research will be limited only for Anand district of the state – Gujarat.
2. The blended learning approach will be used for the limited units from subject Sanskrit of standard XI.
3. Teaching will be done through blended learning approaches in respect to different problem on Sanskrit in the subject of Sanskrit.

7. RESEARCH METHODOLOGY AND NATURE OF THE STUDY:-

The present study is an experimental study. The investigator will work with one control group (Taught through traditional approach) and two experimental groups (ICT approach, group discussion method). The nature of present study is quantitative and qualitative.

8. RESEARCH DESIGN FOR THE PRESENT STUDY

Group	Pre-test	Treatment	Post-test
Control group	-	Traditional approach	T2
Experimental group-1	-	ICT approach	T2
Experimental group-2	-	Group discussion approach	T2

9. POPULATION AND SAMPLE:-**Population:**

The students of Gujarati medium of standard XI studying the Sanskrit subject of higher secondary of the school situated into Anand district of the state-Gujarat.

Sample:

Convenient sampling technique is used to select the sample. School of Gujarati medium is selected using convenient sampling technique. The sample of the present study is consisted of 150 students chosen from the school.

10. Research tools:

Tools use for the present study is constructed with the help and guidance of expert. The following tools will use for data collection in the present study.

Tools constructed by investigator:

- Achievement test in Sanskrit

11. DATA ANALYSIS AND INTERPRETATION:

The data analyzed quantitatively and qualitatively by SPSS program.

12. FINDINGS:

1. The achievement of the students of ICT group is higher than GD group.
2. The achievement of the students of ICT group is higher than TD group.
3. The achievement of the students of GD group is higher than TL group.

13. EDUCATIONAL IMPLICATIONS:

1. The teachers should accept ICT approach in their teaching of Sanskrit to make their teaching effective.
2. The teachers should develop their professional attributes to use ICT equipment.
3. The teachers should use different method of teaching Sanskrit according to the content of the unit.

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